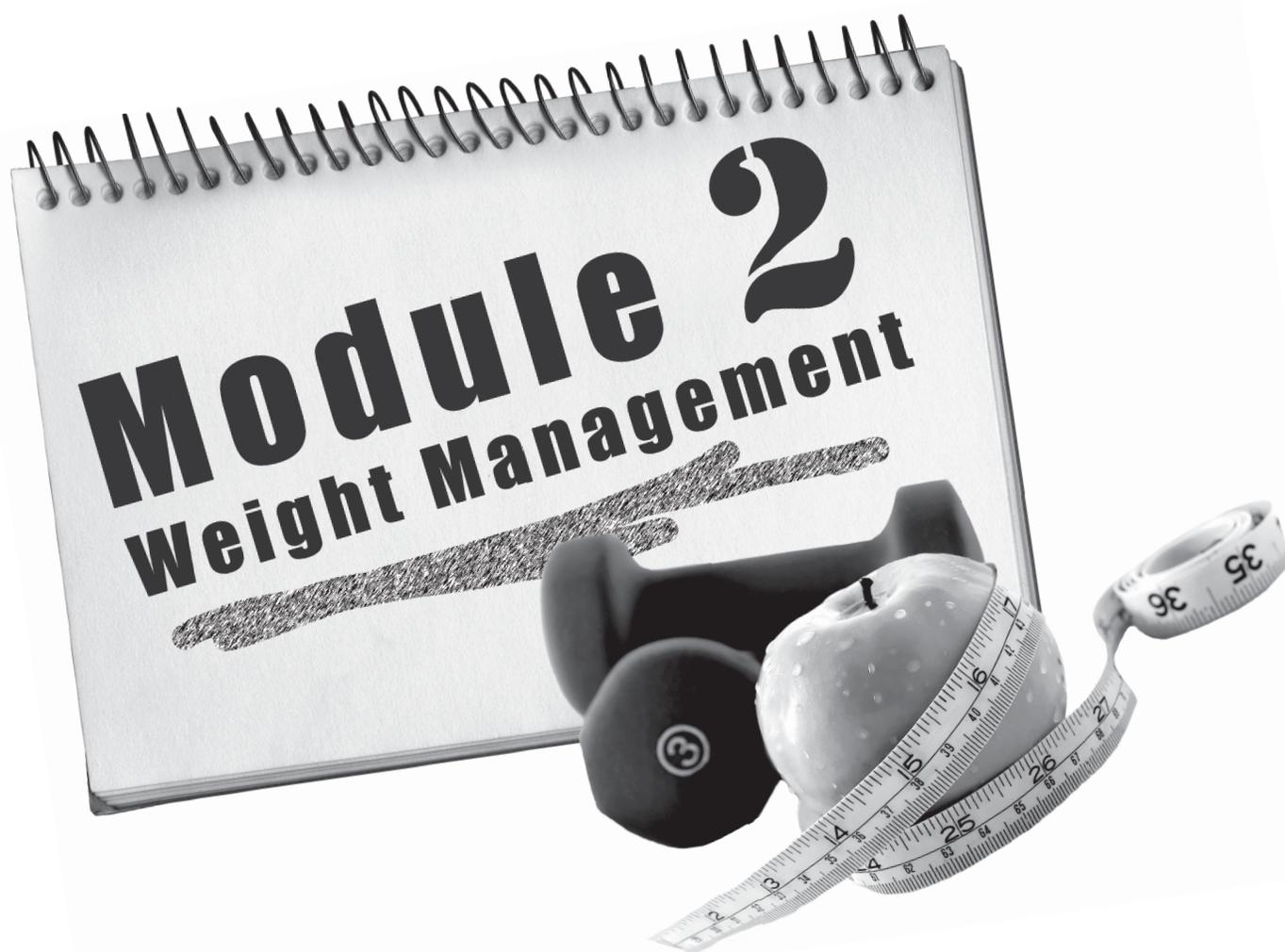


Healthy Lifestyles Training

MODULE 2



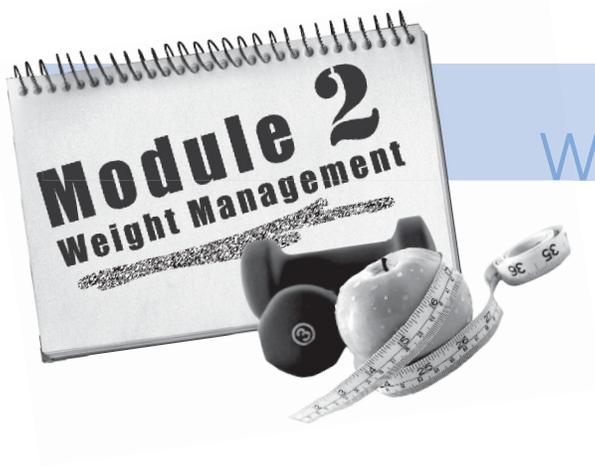
Instructor's Guide

Winning the Weight Game



Winning the Weight Game

Providing consistent messages about healthy living to support those who make a difference in children's lives



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Team Nutrition Statement

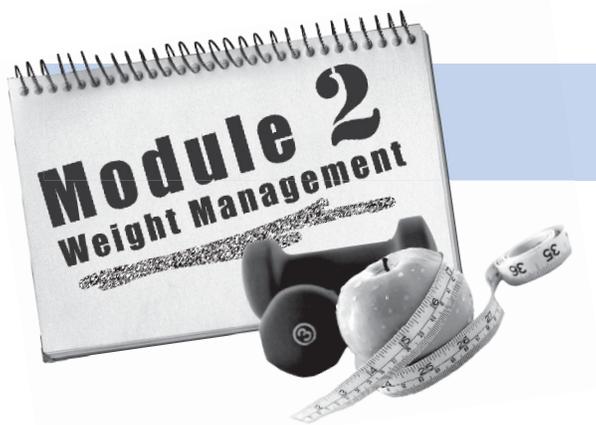
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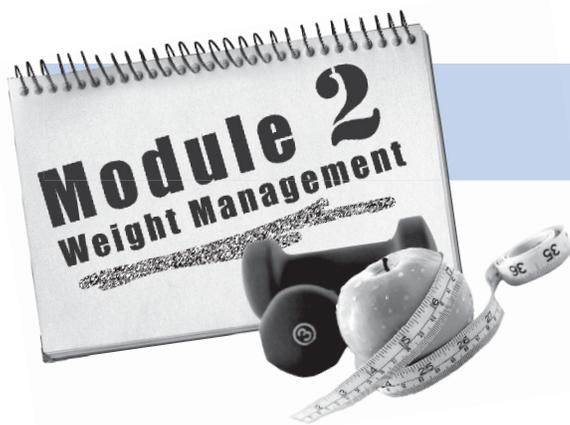
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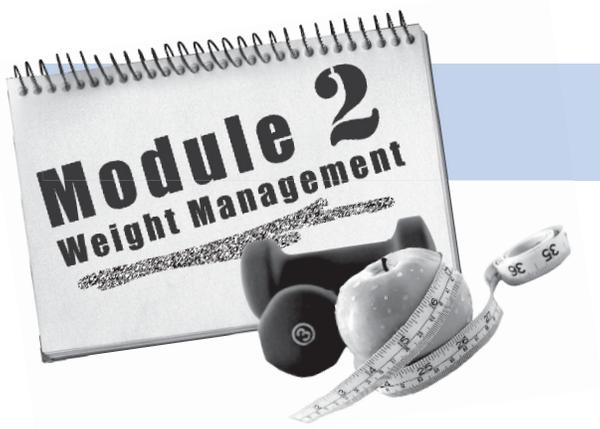
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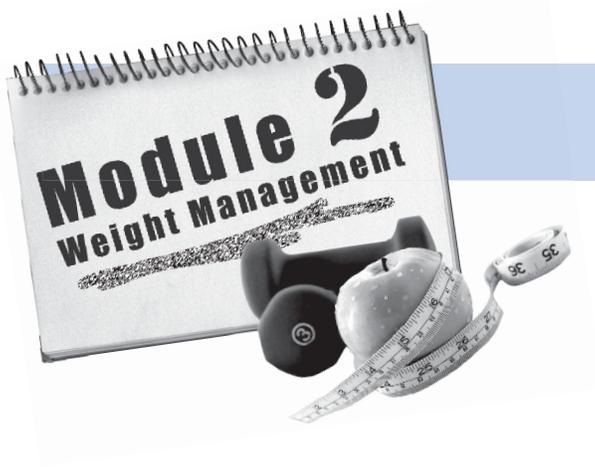
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Providing consistent messages about healthy living to support those who make a difference in children's lives



Healthy Lifestyles Training Skill-Based Outcomes

Module 1

Participants in this training will be able to:

- Examine personal history related to eating.
- Identify how to make healthful choices that are tailored to personal environments.
- Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- Set smart, reasonable personal eating and activity goals.

In this training, participants will use these skills to:

- Develop a vision and goals for eating and activity by examining personal values and patterns.
- Practice using tools to make wise personal food choices and to balance physical activity and eating.
- Explore tools that teach children to embrace healthy choices.

Module 2

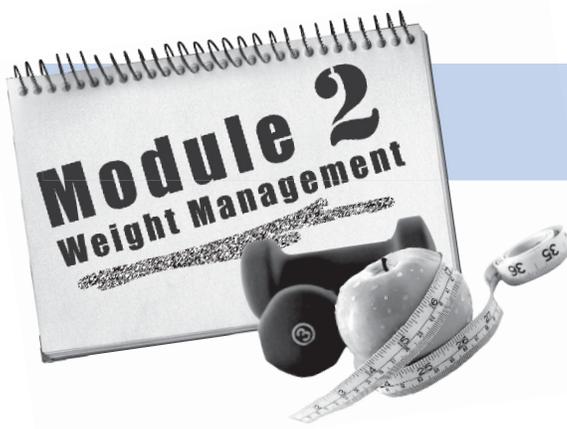
Participants in this training will be able to:

- Evaluate adult weight status and understand the Body Mass Index (BMI).
- Explore values related to healthful eating and activity.
- Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

In this training, participants will use these skills to:

- Determine BMI and evaluate personal weight status.
- Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

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Module 3

Participants in this training will be able to:

- Discover the benefits of active living.
- Learn about and compare the benefits of different types of activity.
- Determine the energy expended in different activities.

In this training, participants will use these skills to:

- Identify personal roadblocks that are barriers to living an active life.
- Design a plan to increase activity that fits an individual's lifestyle.

Module 4

Participants in this training will be able to:

- Understand the benefits of eating a variety of foods.
- Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- Examine different ways to encourage children to eat more healthfully.

In this training, participants will use these skills to:

- Select the amounts of different foods that are best for your health.
- Experience trying new foods.
- Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

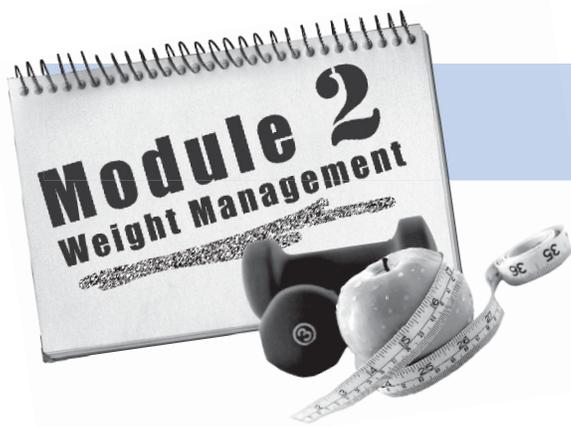
Module 5

Participants in this training will be able to:

- Determine different types of carbohydrate and how they are used by the body.
- Identify where fiber comes from and why it is important for health.
- Identify foods that are made from whole grains.
- Recognize beverages and foods high in sugars.

In this training, participants will use these skills to:

- Determine strategies to reduce intake of foods high in added sugars.
- Determine ways to increase fiber consumption through foods that taste good.
- Determine ways to increase daily consumption of vegetables, fruits and whole grains.



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As a trainer for the Colorado Team Nutrition program, you will be delivering information and messages to help individuals understand and incorporate the 2005 Dietary Guidelines for Americans into their daily lives. This overview will help you take the steps to prepare you for each of the training modules. All the information you need to deliver these trainings are contained in the overview and the participant materials.

The Colorado Healthy Lifestyles Training is targeted for:

- * Teachers
- * Child care staff
- * Foodservice Professionals
- * Parents
- * Health Educators
- * Physical Education Professionals

The Colorado Healthy Lifestyles Training Consists of five training modules based on the 2005 Dietary Guidelines for Americans. The modules incorporate a variety of learning activities to engage participants on a personal level. The skill-based outcomes and empowerment messages for each module are achieved through completion of all module components.

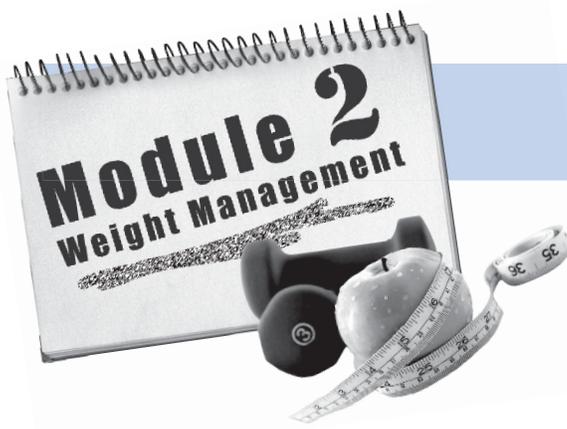
Each module consists of the following components:

Skill-based Outcomes provide the module objectives and the skills that participants can expect to acquire as a result of attending and participating in the trainings.

Empowerment Messages are communications that can be given to the participants to encourage them to adopt the information and suggestions incorporated into the modules. These messages can be delivered in a variety of ways including during the training, as handouts, as cards or leaflets that are given out before the training or as follow-up. Be creative—empower your participants in a variety of ways!

Planning is a checklist that tells the trainer what to do to get ready for the training. It includes a list of the training background of materials that should be reviewed by the trainer, the equipment that should be gathered for the training and the supplies for the activities that take place during the training.

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Putting Knowledge into Practice provides a list of resources for use in school and childcare settings. You may wish to have samples of some of these resources available for the participants to review. Module resources include examples from The Nutrition Literacy Toolkit, designed by the Colorado Department of Education. This tool helps educators design a curriculum using a menu of effective nutrition education resources. The Toolkit is aligned with learner outcomes in the Colorado core standards for reading, writing, math, and physical education and supports teaching skills for healthy eating while practicing skills that will increase students' competencies in reading, writing, math, and physical education. <http://www.cde.state.co.us/nltk/default.asp>.

Training Tips are provided for each module that help the trainer be aware of some of the difficulties that trainers encounter when providing education on the topics.

Icebreakers are presented for each training session. The purpose of the icebreaker is to introduce the participants to each other and to the topic of the training. Icebreakers provide an opportunity for interaction among participants from the first moments of training and for engagement in the training session.

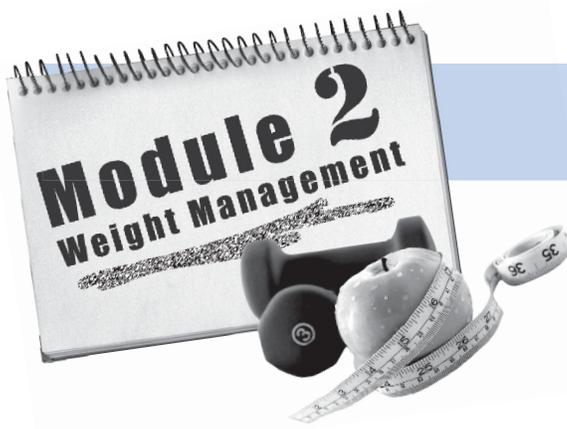
Slide Presentations are given to support the module content. Module slides can be used in entirety, or parts can be selected to perform trainings on specific points. Some duplications appear across slide presentations as the principles of the training modules cut across each of the modules.

Scripts provide the content for the training for each module. Each script includes references for materials presented with the slides and is designed to give trainers of all experience levels the background to present the training successfully.

Activities are included with each training module to build skills and to reinforce principles related to the module. Depending on the amount of time allotted for the trainings and the participant skill level, activities may be used together or separately.

Handouts have been created to support each of the training modules. The handouts are designed to be copied for each participant. A list of each handout is included in the What You Will Need To Do section.

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Lifestyle Tips: Small Changes Add Up are included on a one-page handout at the end of the activities. These handouts can be used with the activities, or can be given to participants to assist them with making personal goals or for strategies to incorporate healthy habits into their daily lives.

Wrap Ups are found at the end of each training module. These short activities summarize the key points of training and help participants to focus on the information they learned during the training. Wrap Ups are one of the best ways to encourage participants to take the lessons and incorporate them into their daily lives and the lives of the children with whom they work.

Evaluation Forms are included in each module. The evaluation is to determine the extent participants' knowledge and skills have increased as a result of the training.

How can trainers use the modules?

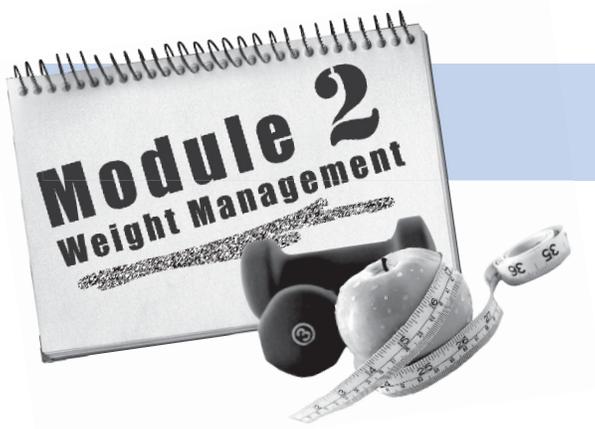
Trainers may use the modules exactly as they are presented, or they may select individual pieces to use with other training activities. In general, the modules are designed to last from one to two hours and may be used independently or together, for half or full day trainings. In the event that more than one module is presented on the same day, presenters will want to take care to eliminate duplicate slides from the slide presentations.

The optimal size of groups that can participate in the trainings is between 10–25 individuals. Larger numbers can be accommodated, but the extent of individual participation will be limited by group size number.

Welcoming the Participants

The trainer will set the overall tone for the sessions and will guide the educational experience for the participants. Setting the tone during the welcome and during the icebreaker will help the participants feel at ease and establish the environment for the best learning for all. Make sure to give the participants a “preview” of the training and include important business items such as restroom location.

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Facilitating Questions

Active participation is an essential component of adult-centered learning. As a trainer, you can make a tremendous difference in the comfort level of participants and in their ability to fully participate in the training. All questions are good questions—though some may be more expected than others! Welcome interest shown by participants (even though some questions may not be 'topical'). Be willing to state when you don't know the answer to a question, and be prepared with resources to point the participants towards the answers.

Certificates of Completion

Included in each module is a certificate (in PowerPoint®) that can be customized to the group that is participating in the training. Fill in the participant's name and sign your name for the institution or agency that you represent at the bottom of each certificate.

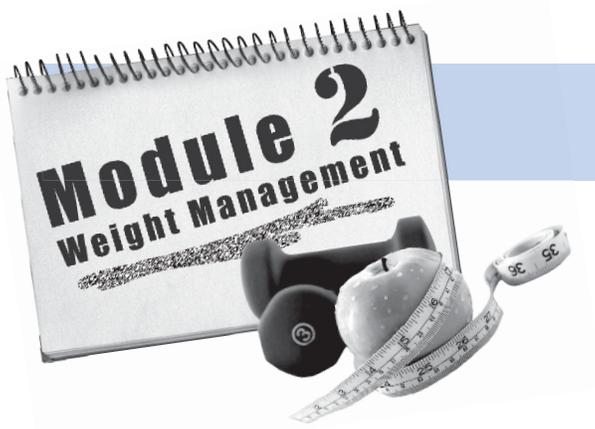
Evaluation

For your own information or job requirements, you may want to give participants an opportunity to evaluate your performance and the training materials. An evaluation form asking participants' opinions on the information presented, their confidence in adopting the 2005 Dietary Guidelines, the degree to which they feel the training improved their knowledge and skills related to the module objectives, and which activities or parts of the training were most helpful to them is included for each module.

Trainer's Checklist

Each module contains a planning section that will guide your training session for that module. The following checklist contains other major responsibilities and items that you will need to take care of as the trainer for the program. Review this list and also refer to the individual modules for instructions and advice on how to conduct a successful training.

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First things to do

- Make arrangements for the facilities and take a look at the room to make sure it has all of the furniture and equipment that you may need.
- Make plans for refreshments, if desired.
- Arrange for staff support, if you will need it.
- Review the modules and select the activities that you plan to do for your training.
- Review the planning section(s) in the module(s) you plan to use as well as the materials needed for each activity.
- Gather necessary materials/prepare handouts.

One week before the training

- Meet with other staff and review their responsibilities.
- Prepare registration materials (nametags, registration list).
- Gather or prepare any remaining materials/handouts.
- Confirm all plans for facilities, equipment, registration, food and any staff support you may be receiving.
- Make signs giving directions to the training site, if needed.
- Practice the scripts for the icebreaker, slide presentation and the activities.
- Familiarize yourself with the equipment you will be using.

On the day of the training

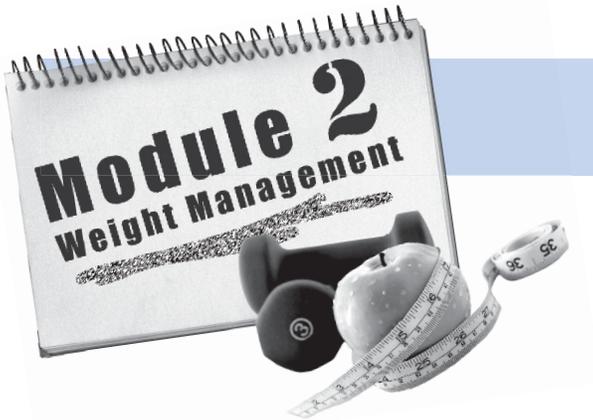
- Put up signs giving directions to the training.
- Arrive at least 1 hour before the training begins.
- Organize the room.
- Set up the registration table.
- Test equipment.

During the training

- Register the participants using the registration list.
- Welcome the participants.
- Facilitate the program.
- Make sure that evaluations get completed.
- Distribute certificates of participation.

After each training

- Thank the local individuals and sponsors.
- Clean up any leftover refreshments and clean the room.
- Put equipment away and take down signs.
- Thank your support staff.
- Send thank you notes to the local individuals and sponsors.
- Send thank you notes to your support staff (it is good for their annual evaluations too).



Weight Management Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

Skill-Based Outcomes

Participants in this training will be able to:

- * Evaluate adult weight status and understand the Body Mass Index (BMI).
- * Explore values related to healthful eating and activity.
- * Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

In this training, participants will use these skills to:

- * Determine BMI and evaluate personal weight status.
- * Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

Empowerment Messages

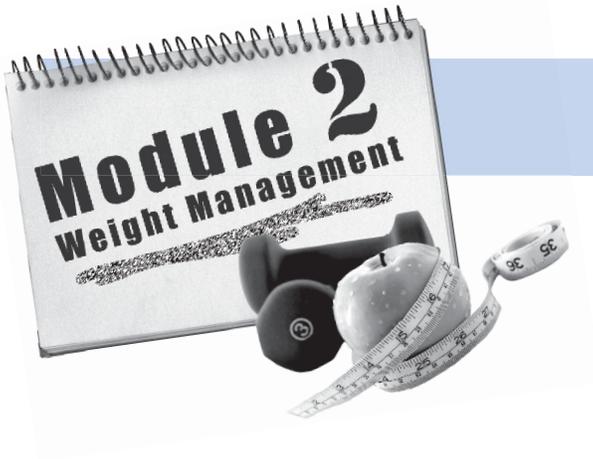
- * Small changes in your eating can help you prevent weight gain.
- * Get strong, Get Physical. Physical activity is essential for preventing weight gain AND for maintaining weight loss.
- * Aim for slow, steady change. Small changes that can be permanent work better, over the long haul, than big changes that you can only sustain for short periods.
- * Focus on health, not on size. Every person can be healthier regardless of size.

Icebreaker—The Word Tree—(10 minutes)

During this icebreaker you can open a conversation about “Weight Management” and encourage participants to express their positive and frustrating experiences with weight, eating and physical activity.

Winning the Weight Game PowerPoint® Presentation—(20 minutes)

Use this PowerPoint® lesson to help participants discover strategies for successful weight change. The presentation introduces key points related to healthy weight and lifestyles for adults and children. It also assists you, as the trainer, to discuss the health benefits of making small positive changes in eating and physical activity. The presentation introduces the concept of improving health regardless of body size and examines current issues including the effects of portion size and the benefits of physical activity in reducing stress.



Weight Management Getting Started

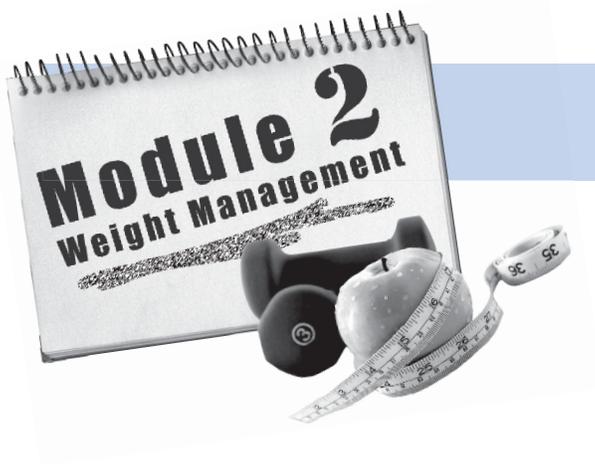
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Activities

The following activities have been designed to help participants learn about healthy weights and to identify ways to adopt healthier behaviors to prevent weight gain or facilitate weight loss.

1. **BMI Matters:** Participants will learn how to determine and interpret adult weight status. (5 minutes)
2. **Solving the Way to Better Health:** Participants will identify common factors that can cause people to gain weight and will identify solutions for real life challenges. (30 minutes)
3. **Give Yourself a Grade:** Participants will reflect on their eating and physical activity behaviors; focusing on positive aspects and identifying ways to adopt healthier eating and activity strategies into their lifestyles. (15 minutes)

Providing consistent messages about healthy living to support those who make a difference in children's lives



What You Will Need To Do

➤ Review:

- * And understand objectives and skills for the module and how they relate to the activities.
- * The section entitled "Training Tips."
- * The section entitled "Putting Knowledge Into Practice."
- * The background material contained in the PowerPoint® script.
- * And test the Activities.

➤ Get Equipment for Lesson Content:

- * Computer with Windows® 2000 operating system and Microsoft Office System® with PowerPoint® presentation software
- * Data projector or DVD player
- * Healthy Lifestyles Training CD
- * Screen or flat light surface to project upon
- * Easel and large white pad with markers (or a board with chalk or markers)

➤ Make Copies of the Following for Each Participant:

1. Activity 1, Handout 1: "Adult BMI Chart"
2. Activity 1, Handout 2: "Case Study for BMI Matters"
3. Activity 2, Handout 3: "Envisioning Change for Eating"
4. Activity 2, Handout 3a: "Envisioning Change for Activity"
5. Activity 2, Handout 4: "Julia's Eating Action Plan"
6. Activity 2, Handout 4a: "Julia's Activity Action Plan"
7. Activity 3, Handout 5: "Give Yourself a Grade"
8. Activity 3, Handout 6: "Envisioning Personal Change"
9. Activity 3, Handout 7: "My Personal Plan"
10. Activity 3, Handout 8, "Lifestyle Tips"
11. PowerPoint® handouts
12. Putting Knowledge Into Practice Resource List
13. Evaluation
14. Certificate of Completion

Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

Listed below are resources that can be used to apply skills and concepts from the training modules in PreK–12 classrooms, school foodservice programs and childcare facilities.

Many of the PreK–12 resources are from the Colorado Nutrition Literacy Toolkit, a nutrition education curriculum planning tool. The entire tool can be accessed at <http://www.cde.state.co.us/nltk/default.asp>.

Pre-K–12 Classroom Resources

Everybody's Different

For Elementary School through College

This book is a resource for educators who want to improve body image and self-esteem in students. The tested approach helps to prevent eating disorders and obesity, and encourages healthy eating and physical activity. The book contains case studies, research outcomes, classroom activities, work sheets, games and word puzzles, teacher training, community links, lesson plans and more.

Everybody's Different: A positive approach to teaching about health, puberty, body image, nutrition, self-esteem and obesity prevention.

Dr. Jenny O'Dea

ACER Press 2007

Australian Council for Educational Research

<http://shop.acer.edu.au/acer-shop/product/A1060BK>

MyPyramid

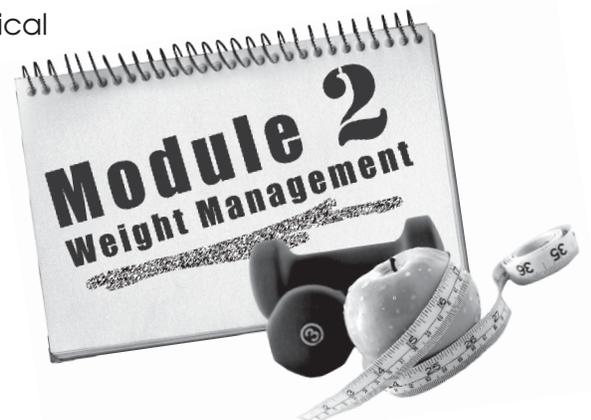
For Grades 1–6

Classroom materials include lesson plans, an interactive game, and a *MyPyramid for Kids* Poster. The materials are tailored to children ages 6 to 11 and provide fun, colorful graphics that attract the attention of children and encourage them to learn more about *MyPyramid for Kids*. The nutrition and physical activity messages in the materials teach children how to make healthy eating and physical activity choices.

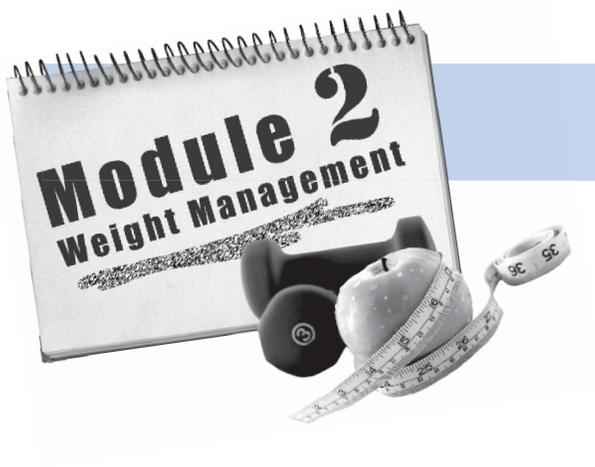
USDA Team Nutrition

Phone: (703) 305-1624

<http://www.fns.usda.gov/tn/kids-pyramid.html>



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Putting Knowledge Into Practice

Nutrition Essentials

For Grades 6–12

This series of lessons is designed to teach students how to make healthful eating and physical activity choices. The materials include 5 posters, and an interactive CD providing games and nutrition education information, teacher tips, reproducible handouts, and more.

USDA Team Nutrition

Phone: (703) 305-1624

<http://www.fns.usda.gov/tn/Resources/nutritionessentials.html>

Empowering Youth with Nutrition and Physical Activity For 11–18 year olds

This manual is intended for use in after school programs and classrooms. As described on the Team Nutrition website, "it contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompters and more!"

USDA Team Nutrition

Phone: (703) 305-1624

<http://teamnnutrition.usda.gov/Resources/empoweringyouth.html>

Science of Energy Balance For Grades 7–8

Explores the scientific principles of energy balance and the impact on human health while providing a context enhancing understanding of nutrition concepts. Students investigate energy intake and output through inquiry-based activities.

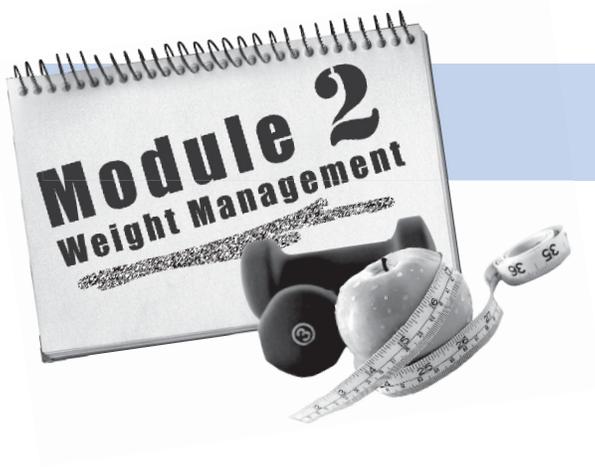
National Institutes of Health

Office of Science Education

Phone: (301) 402-2469

<http://science.education.nih.gov>

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Putting Knowledge Into Practice

TeensHealth

For Grades 7–12

Contains 'Diet-Plan Diagnosis: Is Yours Healthy and Safe?' and 'Body Mass Index' Website for teens. There are literally thousands of in-depth features, articles, animations, games, and resources—all original with age-appropriate content and tone, and developed by experts in the area of adolescent health.

Nemours Foundation

Center for Children's Health Media

Phone: (888) 494-5252

www.teenshealth.org

School Food Service Resources

USDA Team Nutrition

For Grades K–12

Feed Me and Move It Posters

Feed Me and Move It! are companion posters, designed to deliver healthy eating and physical activity messages to middle and high school students.

MyPyramid for Kids Poster

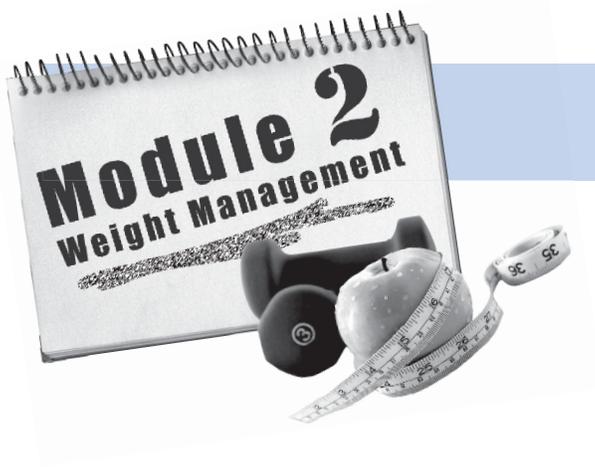
A 2-sided poster of MyPyramid for Kids. Choose the side that is most appropriate for your students. One side of the poster, suitable for young children, highlights a simplified MyPyramid for Kids graphic. The other side, appropriate for more advanced students, features both the MyPyramid for Kids graphic and healthy eating and physical activity messages. This poster is available to schools and child care providers.

USDA Team Nutrition

Phone: (703) 305-1624

<http://teamnutrition.usda.gov/foodservice.html>

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Putting Knowledge Into Practice

Eat Smart. Play Hard.™

For Grades 5–8

Eat Smart. Play Hard.™ is about making America's children healthier. It's about practical suggestions that will help you motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard.™ campaign messages and materials are fun for children and informative for caregivers. To make your job easier, USDA has kid-tested the messages and based them on the Food Guide Pyramid and Dietary Guidelines for Americans.

USDA Food and Nutrition Services

Denver Field Office Phone: (303) 844-0379

<http://www.fns.usda.gov/eatsmartplayhard/>

Foodservice and Childcare Resources

WELCOA

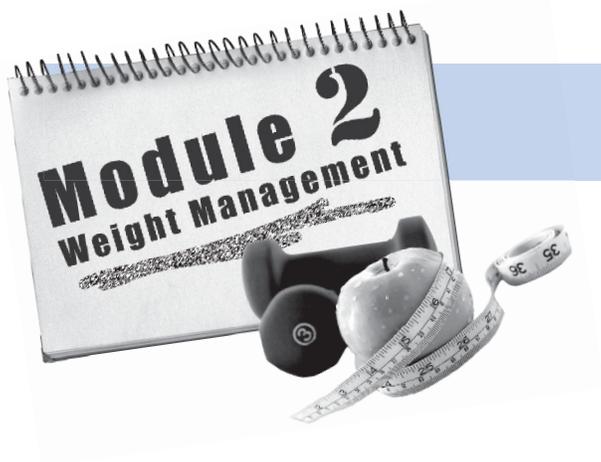
For Child Care and Foodservice Professionals

WELCOA is a national, non-profit, membership organization dedicated to promoting healthier lifestyles for all Americans, especially through health promotion initiatives at the worksite. Organizationally, WELCOA serves as an umbrella, linking communities and coalitions together into a supportive network that includes locally-affiliated wellness councils, well-city initiatives, well-workplaces and individual and corporate members throughout the United States.

The Wellness Councils of America

Phone: (402) 827-3590

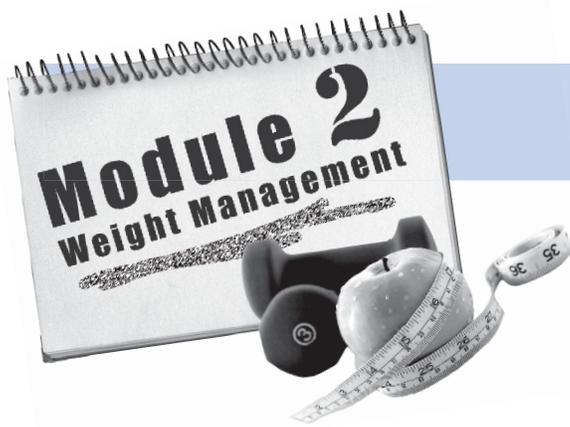
<http://www.welcoa.org/>



Weight Management Training Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives

- * **Avoid fad diets or workouts:** Diets come and diets go...without much sustained weight loss. The truth is that small changes in behavior over a lifetime, like consistently reducing calories from beverages or taking a 15 minute walk after dinner most every night, go a lot further towards preventing weight gain and helping you reduce your weight.
- * **Focusing on unrealistic long term goals over more realistic short-term goals:** It is always tempting to try to lose weight for a big event or to think, "If I could just lose 20 or 40 or 60 pounds life would be...better somehow." Focusing on the small things you can do today to improve your eating and physical activity will pay off in big ways over the long haul. Choose doable goals for activity and eating that you can sustain long term. Stay aware of your day-to-day successes to avoid going back to your old, less healthy, ways. Reward yourself for success to help you stay positive and committed.
- * **Food becomes your enemy:** Food can be your friend and can give you pleasure. Turning food into the enemy becomes negative and self-sabotaging. Start viewing food and eating as something to do when you are hungry and when you need to satisfy your hunger; not as a tool to handle stress, anxiety or difficult situations. If you have a bad day and slip into overeating, don't punish yourself. Instead, encourage and reward yourself for getting back on track.
- * **Too much, too soon:** Many new exercisers try to lose weight or tone up too quickly. By exercising too frequently, or trying exercise programs that are too difficult for your fitness level, you increase the chances that the new exercise program won't be sustained. Be sure to start with an exercise plan that takes your current fitness level into account. If you are starting from scratch, start slowly and consider hiring a trainer for those first few times.
- * **Weighing yourself too often:** Some people can get fixated with the number on the scale and do not realize that weight fluctuates day-to-day based upon physical characteristics like hydration and constipation (a common side effect of "dieting"). While it can be useful to know your weight and track it over time, steer clear of weighing yourself more than once a week to avoid those fluctuations in weight that aren't meaningful.



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Weight-loss and Nutrition Myths

MYTH #1: Starches are fattening and should be limited when trying to lose weight.

Fact: Many foods high in starch, like bread, rice, pasta, cereals, beans, fruits, and some vegetables (like potatoes and yams) are low in fat and calories. They become high in fat and calories when eaten in large portion sizes or when covered with high-fat toppings like butter, sour cream, or mayonnaise. Foods high in starch (also called complex carbohydrates) are an important source of energy for your body.

MYTH #2: Low-fat or fat-free means no calories.

Fact: A low-fat or fat-free food is often lower in calories than the same size portion of the full-fat product. But many processed low-fat or fat-free foods have just as many calories as the full-fat version of the same food—or even more calories. They may contain added sugar, flour, or starch thickeners to improve flavor and texture after fat is removed. These ingredients add calories.

MYTH #3: Skipping meals is a good way to lose weight.

Fact: Studies show that people who skip breakfast and eat fewer times during the day tend to be heavier than people who eat a healthy breakfast and eat four or five times a day. This may be because people who skip meals tend to feel hungrier later on, and eat more than they normally would. It may also be that eating many small meals throughout the day helps people control their appetites.

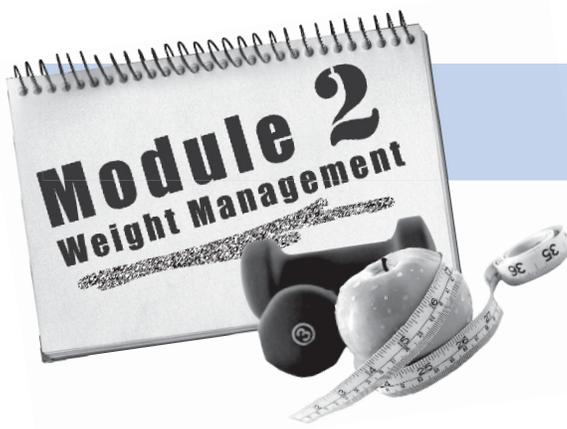
MYTH #4: Fad diets work for permanent weight loss.

Fact: Fad diets are not the best way to lose weight and keep it off. Fad diets often promise quick weight loss or tell you to cut certain foods out of your diet. You may lose weight at first on one of these diets. But diets that strictly limit calories or food choices are hard to follow. Most people quickly get tired of them and regain any lost weight.

Fad diets may be unhealthy because they may not provide all of the nutrients your body needs. Also, losing weight at a very rapid rate (more than 3 pounds a week after the first couple of weeks) may increase your risk for developing gallstones (clusters of solid material in the gall-bladder that can be painful). Diets that provide less than 800 calories per day also could result in heart rhythm abnormalities, which can be fatal.

Source: Weight-control Information Network of the National Institute of Diabetes and Digestive and Kidney Diseases. Weight-loss and Nutrition Myths page. Available at <http://win.niddk.nih.gov/publications/myths.htm#dietmyths>.

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Let's Get Started: The Word Tree—(10 minutes)

During this icebreaker you can open a conversation about “Weight Management” and encourage participants to express their positive and frustrating experiences with weight, eating and physical activity.

Materials required: A large sheet of paper, marking pens, or a board with markers or chalk.

Ask participants to generate a list of words related to the topic you are discussing today. For example, write “Weight Management” on the board or on a large piece of paper and ask participants to give you words they think of when they hear the phrase “Weight Management.” Encourage them to tell you the first words that come to their minds.

➤ **SAY:** What are some words that you think of when you hear the phrase “Weight Management?” What are the first words that come to mind?

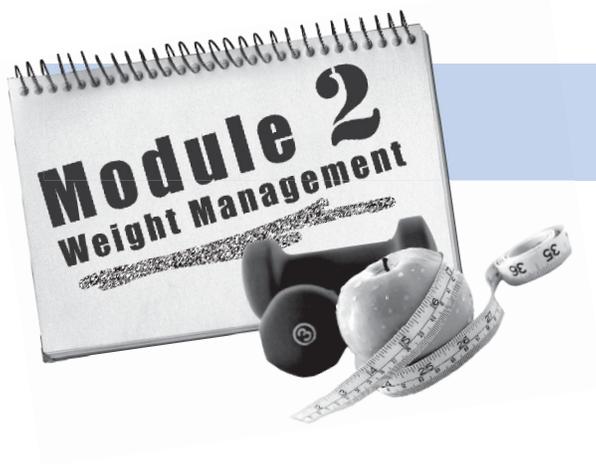
Participants may suggest: ‘dieting,’ ‘hunger,’ workout,’ ‘moody,’ ‘deprivation,’ ‘success’ or ‘relapse’ etc. Write all suggestions on the board, clustering by theme or grouping where possible. Possible groupings include 1) strategies, 2) emotions, 3) achievement/ setbacks, 4) barriers, 5) motivations, etc. You can use this opportunity to introduce essential terms, too (e.g. sensible, small changes, sustainable, healthy, prevention, reasonable goals, calories, activity).

Help participants think about the different kinds of words they have chosen.

➤ **SAY:** Can you think of names for the different categories of words?

➤ **SAY:** How many of these are negative? Positive? Do most people have a positive attitude towards Weight Management?

Point out that parts of Weight Management are great and other parts can be very difficult. Let participants know that they will be learning about a number of different aspects of Weight Management during the training and how these relate to healthier lifestyles.



Providing consistent messages about healthy living to support those who make a difference in children's lives

Activity 1: BMI Matters—(5 minutes)

In this activity, participants will learn how to determine and interpret weight status according to the Body Mass Index.

Materials required: Copies of **Handout 1:** "Adult BMI Chart", and **Handout 2:** "Case Study for BMI Matters", pens or pencils for participants, large paper or board with markers or chalk.

➤ SAY:

The Body Mass Index, or the BMI, is a number that helps determine how proportionate and appropriate your weight is to your height. It is also a reasonable estimation of your level of body fat. And because it takes into account how proportionate your weight is for your height, it is a better predictor of health risk than body weight by itself. It is most accurate for adults who are not body builders, competitive athletes, and pregnant or breastfeeding women.

Determining your BMI is really pretty simple, and can be determined by calculating it or by reading it from a chart.

A number of websites have been constructed to allow you to sidestep the calculation process. They include:

Centers for Disease Control and Prevention

<http://www.cdc.gov/nccdphp/dnpa/bmi/index.htm>

National Institute of Health (NIH)

<http://www.nhlbisupport.com/bmi/>

If you are going to have the participant read BMI from a chart...

➤ SAY:

On the following page you will find a chart that will help you determine BMI if you wish to bypass the calculations or don't have a calculator handy.

Activity 1

Handout 1: Adult BMI Chart

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Locate the height of interest in the left-most column and read across the row for that height to the weight of interest. Follow the column of the weight up to the top row that lists the BMI. BMI of 18.5–24.9 is the healthy weight range, BMI of 25–29.9 is the overweight range, and BMI of 30 and above is in the obese range.

BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Height	Weight in Pounds																
4'10"	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
4'11"	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
5'	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
5'1"	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
5'2"	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
5'3"	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
5'4"	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
5'5"	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
5'6"	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
5'7"	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
5'8"	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
5'9"	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
5'10"	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
5'11"	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
6'	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
6'1"	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
6'2"	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
6'3"	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279
	Healthy Weight						Overweight					Obese					

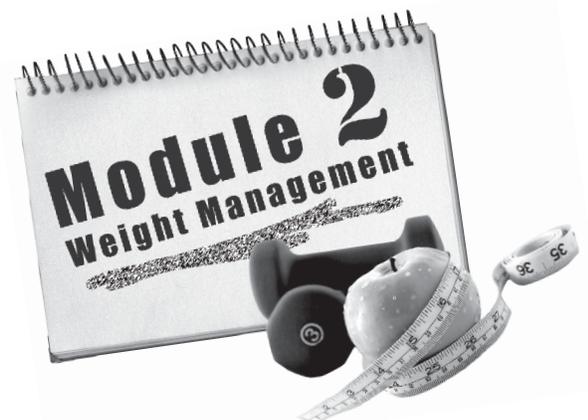
Source: Evidence Report of Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults, 1998. NIH (National Heart, Lung, and Blood Institute (NHLBI)).

The following categories can be use to interpret adult BMI:

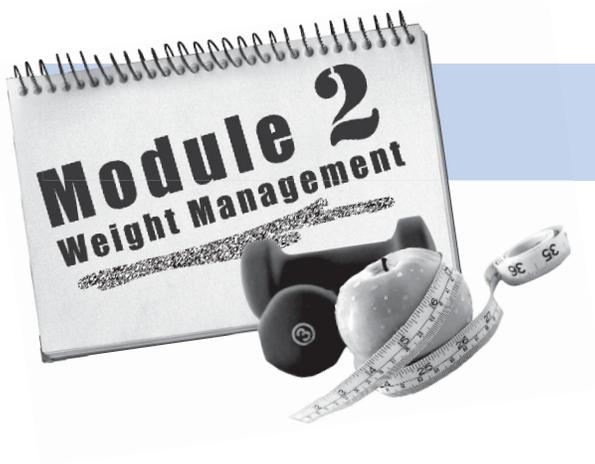
BMI Categories:

- Underweight = less than 18.5
- Normal weight = 18.5-24.9
- Overweight = 25-29.9
- Obesity = BMI of 30 or greater

Standard from the National Heart, Lung and Blood Institute



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Activity 1:

If you are going to teach the calculation...

➤ SAY:

BMI is determined by calculating your weight in kilograms divided by your height in meters squared or an alternative equation for BMI is calculated using pounds and inches:

In metric units:

$$\text{BMI} = (\text{weight in kilograms}) / (\text{height in meters})^2$$

To be able to calculate BMI this way, you would need to use the following conversions:

2.2 pounds = 1 kilogram

2.54 centimeters = 1 inch

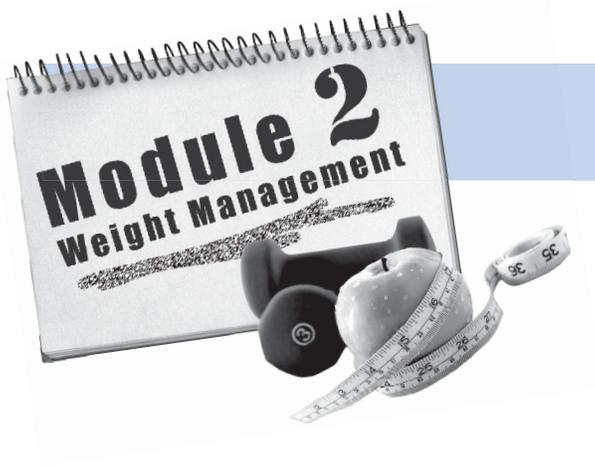
100 centimeters = 1 meter

ALTERNATIVELY

In English units:

$$\text{BMI} = \text{weight in pounds} \times 703 / (\text{height in inches})^2$$

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An example if you are teaching the calculation:

A woman weighs 154 pounds and is 65 inches tall. You would calculate her BMI in the following way(s):

First convert pounds to kilograms:

$$154/2.2 = 70 \text{ kilograms}$$

Then convert inches to centimeters and divide by 100 to get meters:

$$65 \times 2.54 = 165.1 \text{ centimeters} \quad 165.1/100 \text{ centimeters/meter} = 1.65 \text{ meters}$$

Next, square the person's height in meters:

$$1.65 \times 1.65 = 2.72 = \text{m}^2$$

Then divide weight in kilograms by height in meters squared to get BMI:

$$70/2.72 = 25.7 = \text{BMI}^*$$

OR

Multiply weight in pounds by 703:

$$\text{A) } 154 \times 703 = 108262$$

Square the height in inches:

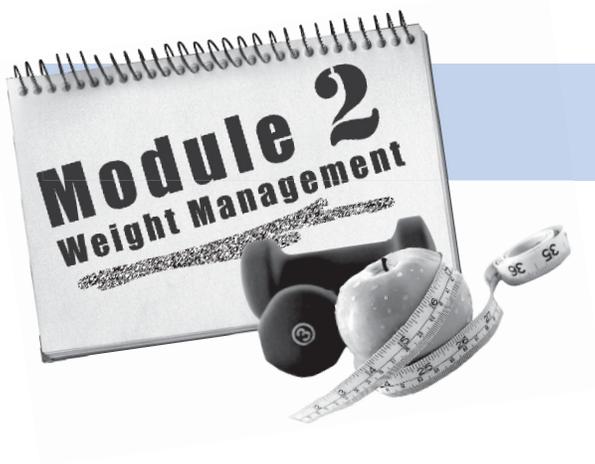
$$\text{B) } 65 \times 65 = 4225 = \text{height}^2$$

Divide A by B to get BMI:

$$108262/4225 = 25.6 = \text{BMI}^*$$

****You will note that the different calculations give slightly different numbers for BMI. These differences are not important.***

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Refer participants to Handout 2: Case Study for BMI Matters.

➤ **SAY:**

Look at Handout 2. It is a case study about Julia, a 41-year-old child care provider. Take a few moments to read about Julia and see if you can determine her BMI and her weight status using the information you have been given.

Answers for the Trainer:

Julia's BMI is 27.3.

According to the information from the National Heart Lung and Blood Institute, Julia would be in the overweight category and at risk for heart disease, diabetes, high blood pressure, osteoarthritis and gall bladder disease.

Give participants a few minutes to read the material and make the determinations. Suggest that participants consider determining their own BMIs.

Then ask participants to get into 2 groups for Activity 2

Activity 1

Handout 2: Case Study for BMI Matters

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Summer has arrived and a 41-year-old child care provider named Julia decided to move her winter clothes into storage and shift her summer clothes to her closet. She was deciding which clothes she planned to keep and whether some clothes might go to her local thrift store. To make these choices, she decided to try many of the clothes on to see if she still liked them. To her surprise (if not horror) many of her clothes no longer fit well. She decided to take action and stepped upon a scale to measure her weight. She came up with the following information:

Her current weight: 149 pounds

Her current height: 5 feet 2 inches

She was astonished to realize that she had gained 9 pounds over the winter. Because she had seen a story about BMI on the news, she decided to determine her BMI.

Using your method of choice (including the BMI chart), determine Julia's BMI.

$$\text{BMI} = (\text{weight in kilograms})/(\text{height in meters})^2$$

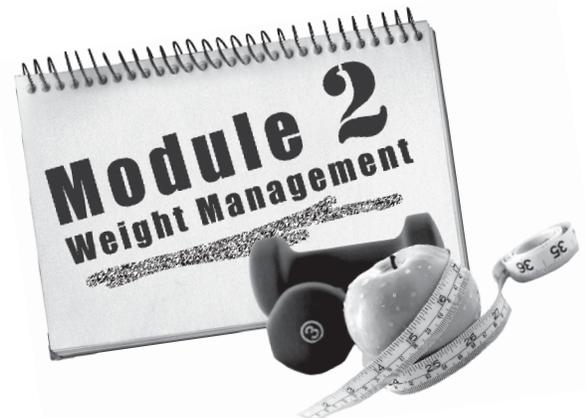
$$\text{BMI} = \text{weight in pounds} \times 703/(\text{height in inches})^2$$

Next, interpret Julia's BMI according to the National Heart Lung and Blood Institute's standards:

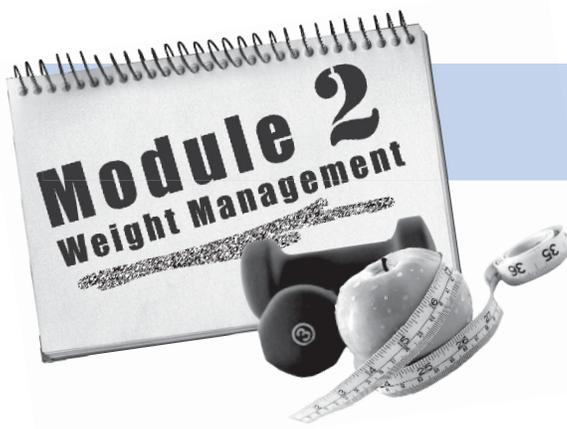
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Standard from the National Heart, Lung and Blood Institute



Providing consistent messages about healthy living to support those who make a difference in children's lives



Activity 2: Solving the Way to Better Health

This activity will enable participants to identify common factors that can cause people to gain weight and will allow participants to create solutions for real life challenges that are barriers to adopting healthier lifestyles.

Materials Required: **Handout 3:** “Envisioning Change for Eating”, **Handout 3a:** “Envisioning Change for Activity”, **Handout 4:** “Julia’s Eating Action Plan” and **Handout 4a:** “Julia’s Activity Action Plan”, pens or pencils for participants, large paper or board with markers or chalk.

Start by asking participants to split into 2 groups.

Give Handout 3 Envisioning Change for Eating to each group.

➤ SAY:

Julia’s current weight is 149 pounds and she is 5 feet 2 inches tall. You determined her BMI and found her to be in the overweight category. Next, we are going to help Julia troubleshoot some of the eating and activity patterns that might have contributed to her weight gain.

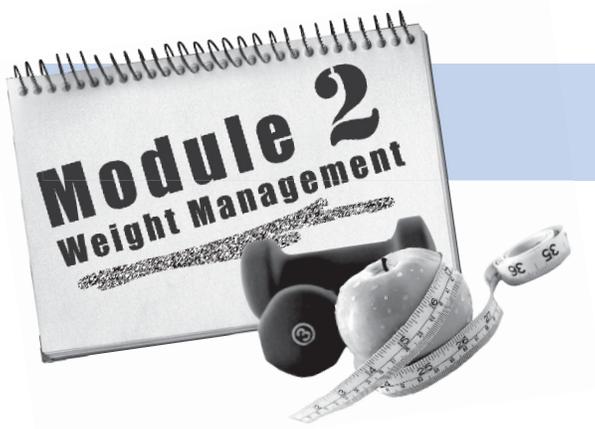
I’m going to ask one group to create a story/scenario about Julia’s Eating Habits and the other group to create a story/scenario about her Physical Activity Habits. I’m going to write a list of things on the board that you can include in her “story.” You will have about 5 minutes to create your story. Use the Handouts 3 and 3a to write down the scenarios.

Also create a vision for Julia’s eating and activity using the second part of the Handouts 3 and 3a to write down the visions. If Julia had ideal eating or activity habits, what would they be like? You’ll have another 2–3 minutes to do this.

After 7–10 minutes have passed, ask participants to come back together. A spokesperson from each group should be identified to read the scenarios to the entire group. The trainer should write the major points of the scenario on the board or on 2 large sheets of paper. Allow about 5 minutes for reading the scenarios and the visions.

After reading the scenarios, ask the participants to switch groups. The group who constructed the Julia’s eating habits will become the Physical Activity Group and the group who constructed Julia’s physical activity habits will become the Eating Group.

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While the participants are getting back into their groups, write on the board or on a large sheet of paper:

Essential Parts of Goal Setting for Julia

- * *What she wants to do*
- * *When she will do it*
- * *What she needs to do it*
- * *Where she might do it*
- * *How she will achieve the goal*
- * *Who she might do this goal with*

➤ **SAY:**

- * *Identify strategies you would suggest to Julia to help her improve her eating and physical activity habits.*
- * *Help Julia set 3 goals for changing her eating and activity behaviors. These goals should specify all the parts of a goal you see written on the board. Use Handouts 4 and 4a to write down the goals for Julia.*
- * *Help Julia identify barriers to making these changes in her life and where/how/who she might seek to help her with these barriers.*
- * *You will have about 10 minutes to complete this part of the activity.*

Allow 10 minutes for this part of the activity and then ask the groups to come back and share their information with all participants. This will take an additional 5 minutes.

Get ready to move into Activity 3 which helps participants take a look at their own eating and activity behaviors.

Activity 2

Handout 3: Envisioning Change for Eating

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Creating a Vision: The 1st step to change

Use the worksheet below to help you think about the behaviors that Julia might want to change to achieve healthier eating habits. Think about what she currently does and what she would LIKE her eating to be like. After you have completed the worksheet, write goals for Julia.

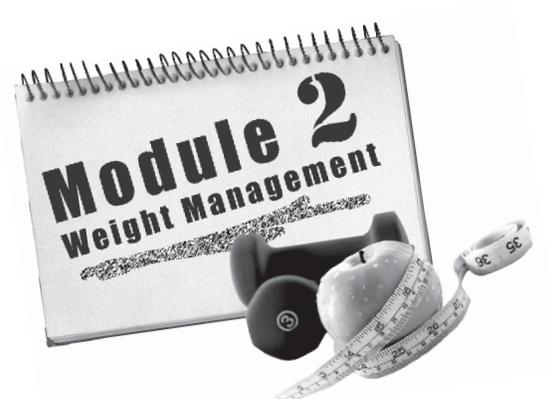
Creating Julia's Vision for Eating

Be sure to include:

- * Where she eats
- * When she eats
- * Who she eats with
- * Individuals that influence her food choices and habits
- * Her cooking skills
- * Personal challenges/emotions she faces in eating
- * Life events that influence her eating

1. Julia's current eating behaviors are like this:

2. Ideally, she would like her eating behaviors to be like this:



Activity 2

Handout 3a: Envisioning Change for Activity

Providing consistent messages about healthy living to support those who make a difference in children's lives

Creating a Vision: The 1st step to change

Use the worksheet below to help you think about the behaviors that Julia might want to change to achieve healthier physical activity habits. Think about what she currently does and what she would LIKE her physical activity to be like. After you have completed the worksheet, write goals for Julia.

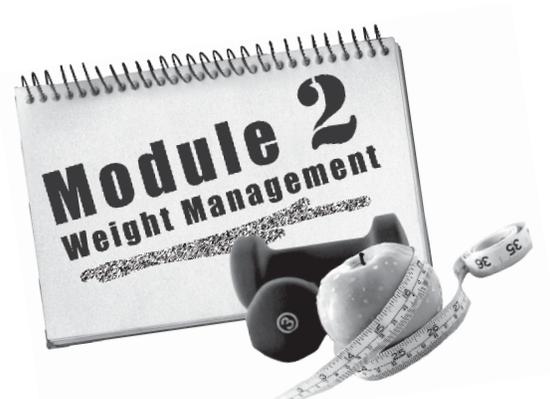
Creating Julia's Vision for Physical Activity

Be sure to include:

- * What kinds of activities Julia does (if ever)
- * How much activity she regularly engages in
- * What she likes to do
- * Activities she would like to do
- * Barriers to being more active
- * Who she is active with (if anyone)

1. Julia's current physical activity behaviors are like this:

2. Ideally, Julia would like her physical activity behaviors to be like this:



Activity 2

Handout 4: Julia's Eating Action Plan

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Julia will do these three things.

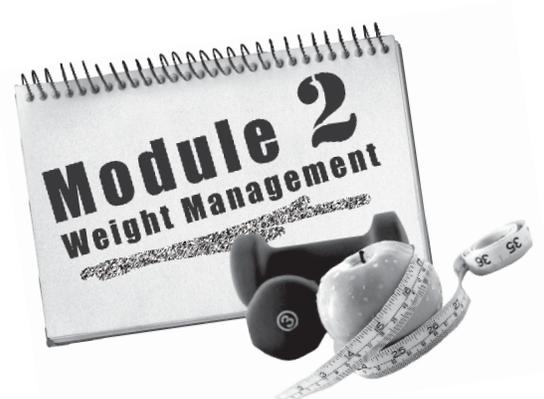
- 1.
- 2.
- 3.

Strategies to help reach her vision:

Barriers to reaching her vision:

What does she need to do to address the barriers?

Who can help?



Activity 2

Handout 4a: Julia's Activity Action Plan

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Julia will do these three things.

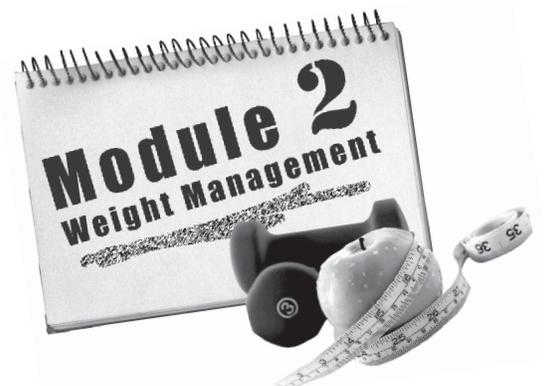
- 1.
- 2.
- 3.

Strategies to help reach her vision:

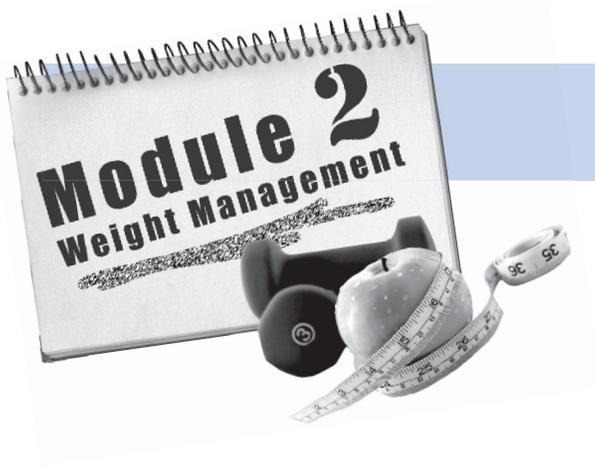
Barriers to reaching her vision:

What does she need to do to address the barriers?

Who can help?



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Activity 3: Give Yourself a Grade

This activity will enable participants to develop a vision and goals for eating and/or activity by examining personal values and patterns.

Materials Required: Copies of **Handout 5:** "Give Yourself a Grade", **Handout 6:** "Envisioning Personal Change", **Handout 7:** "My Personal Plan", **Handout 8:** "Lifestyle Tips", board or large sheet of paper with chalk or markers, pens or pencils for participants

Start by distributing, Handout 5 "Give Yourself A Grade" and ask participants to rate their eating and physical activity habits.

➤ **SAY:**

Previously, we looked at Julia's eating and physical activity patterns. Now it's your turn. Think about your eating. On a scale of 1 to 5, where 1 is as good as it could be and 5 is as bad as it could be, give yourself a grade on your eating habits.

Below is the scale they will be using.

1	2	3	4	5
As good as they could be	Pretty good	About average	Need work	As poor as they could be

➤ **NOW SAY:**

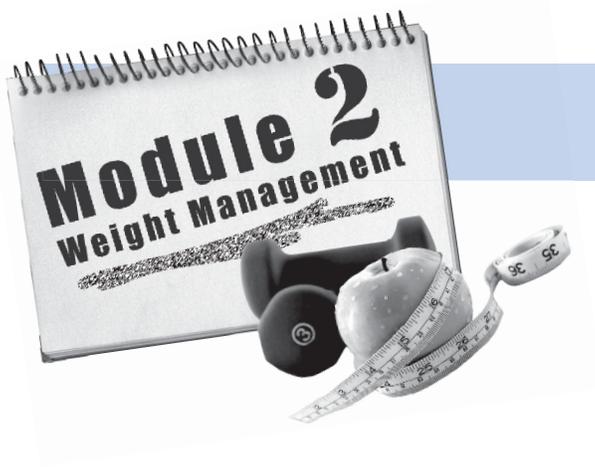
Reflect on the reasons why you chose that number and write them down on your handout.

➤ **NEXT SAY:**

Now, think specifically about your fruit and vegetable consumption and give yourself a grade for your daily fruit intake and for daily vegetable intake. What number would you choose?

Again, reflect on the reasons why you chose that number.

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➤ **SAY:**

Last, give yourself a grade on your physical activity level. What number would you choose and why would you choose that?

Keeping in mind the principles of balance, variety, and portion sizes, would someone share the eating or activity habit you would like to change, and how would you do it?

Make a list on a board or on a large sheet of paper as participants share habits they would like to change. If they cannot identify a way to change the habit, offer to take suggestions from the group.

NOTE: Only proceed if the person agrees that the group may offer suggestions.

If participants have a hard time starting, you may share the following common habits:

Common challenging behaviors for maintaining balance

1. Drinking too many calories for too few nutrients
2. Having too many calories in low nutrient snacks
3. Having portion sizes that are out of balance with energy needs
4. Eating too many high energy, high fat, high sugar foods
5. Eating too few vegetables and fruits
6. Getting less than 30 minutes of moderate activity/day

*Close the activity by suggesting that participants consider writing a "vision" and an "action plan" for their own eating and physical activity. Distribute the **"Envisioning Personal Change"** and **"My Personal Plan"** handouts for participants (Handouts 6 & 7). Remind participants that the purpose is to identify an ideal for their eating and activity. Remind them that a series of small changes over time will be the most successful way to move towards their ideal. Also distribute a copy of Handout 8 **"Lifestyle Tips"** to help participants with strategies to meet their new goals.*

Activity 3

Handout 5: Give Yourself a Grade

Providing consistent messages about healthy living to support those who make a difference in children's lives

Start by:

- ★ Rating your eating habits.

On a scale of 1 to 5, where 1 is as good as they could be and 5 is as poor as they could be, give yourself a rating for your eating habits.

1	2	3	4	5
As good as they could be	Pretty good	About average	Need work	As poor as they could be

- ★ Write the reasons why you chose that number for your eating habits.

- ★ Next, rate your daily fruit intake and daily vegetable intake. What number would you choose?

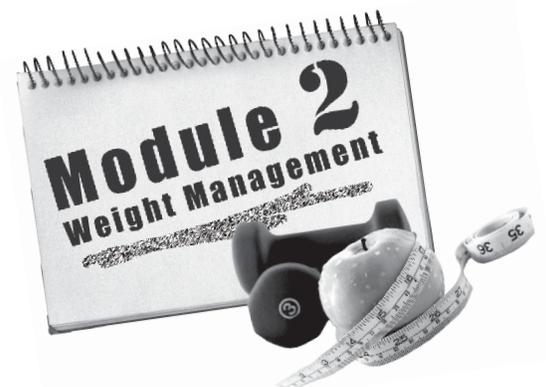
1	2	3	4	5
As good as they could be	Pretty good	About average	Need work	As poor as they could be

- ★ Write the reasons why you chose that number for your fruit and vegetable intake.

- ★ Next, rate your physical activity level for most days. What number would you choose?

1	2	3	4	5
As good as they could be	Pretty good	About average	Need work	As poor as they could be

- ★ Reflect on the reasons why you chose that number for your physical activity level.



Activity 3

Handout 6: Envisioning Personal Change

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Creating a Vision: The first step to change

Use the worksheet below to help you think about the behaviors that you want to change to achieve healthier eating and/or physical activity habits. Think about what you would like your eating and activity to be like and what you currently do. After you have completed the worksheet, go on to creating an action plan.

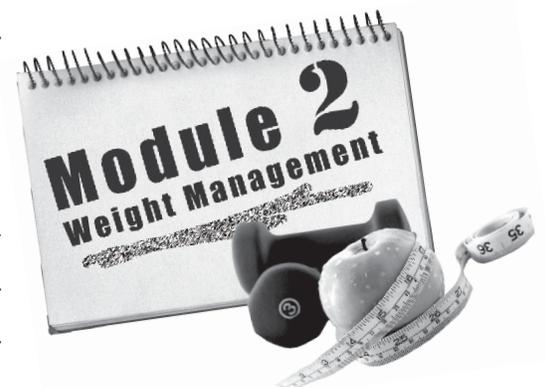
Creating My Vision

1. My current eating behaviors, including where I eat, when I eat, the food I eat, the amount of noise and distractions in the room, the opportunity for social exchange and the pleasure I get from eating are like this:

2. Ideally, I would like my eating behaviors to be like this:

3. My current physical activity behaviors, including where I am active, what I do to be active, the amount of time I spend in activity, and what I like to do are like this:

4. Ideally, I would like my physical activity behaviors to be like this:



Activity 3

Handout 7: My Personal Plan

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I will do these three things.

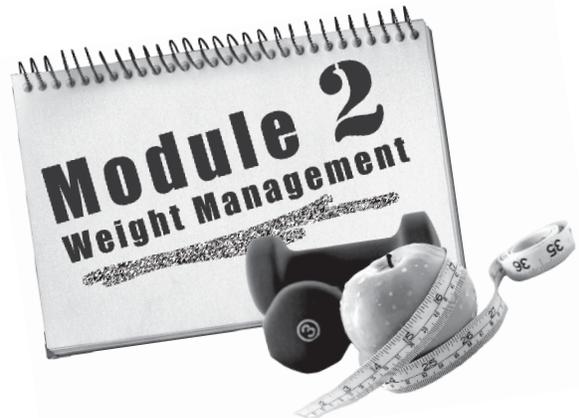
- 1.
- 2.
- 3.

Barriers to reaching my vision:

What do I need to do to address the barriers?

Who can help?

What barrier can I overcome in the next week?



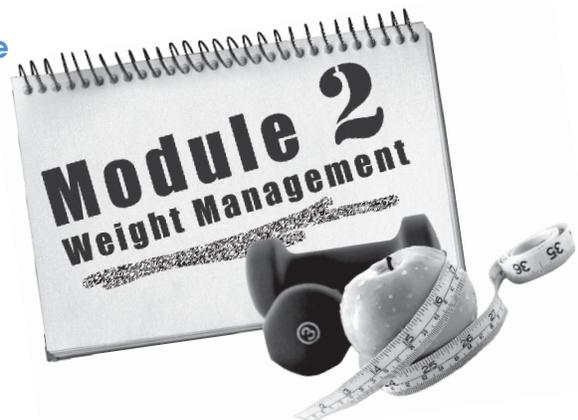
Activity 3

Handout 8: Lifestyle Tips

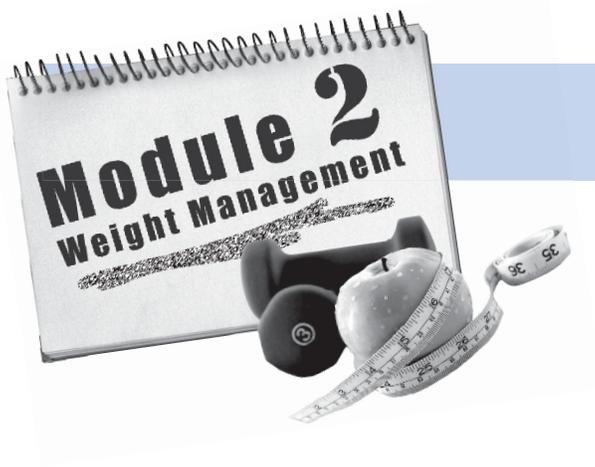
Providing consistent messages about healthy living to support those who make a difference in children's lives

Small Changes Add Up

- ✱ **Learn to identify true hunger.** Have you ever really thought about what it feels like to be hungry? Does your stomach start to rumble? Your head start to hurt? Your palms get a little sweaty? These are pretty extreme signs of hunger—signals that you may have waited a little too long to eat. What does an empty stomach feel like? Be conscious of the beginnings of hunger (a feeling of emptiness) and use that feeling to decide when to eat.
- ✱ **Eat when you are hungry.** Not because you are bored, anxious, tense, not feeling well, etc. Come up with other ways to handle tension, anxiety and stress—like taking a walk around the block. You'll avoid excess calories AND you'll increase the energy you burn.
- ✱ **Eat slowly.** The best evidence suggests that it takes up to 20 minutes for the brain to begin to receive signals from your gut that you have eaten enough. Eating quickly increases the amount you are likely to eat before those signals have a chance to work. So slow it down!
- ✱ **Eat at regular times.** Skipping meals leads to overeating later in the day. Three meals and a couple of snacks a day actually results in lower calorie intake.
- ✱ **Stop eating when you are full.** Of course, if you start eating when you are hungry, it must be a good idea to stop when you are full...but what does that feel like? Many people aren't in touch with any feelings except hungry and stuffed. But guess what—there is a lot of feeling in between. The continuum goes from hungry, to a little hungry, to not hungry anymore, to full and then to stuffed. Take time during a meal to get acquainted with the whole spectrum of feelings.
- ✱ **Watch for calories in beverages.** Juice drinks, carbonated beverages, sport drinks, alcoholic beverages, and "entertainment drinks" (like those found in coffee houses) all add extra calories without adding much in the way of nutrients.
- ✱ **Start thinking about physical activity as something you do in 10–15 minute time periods.** Research demonstrates that 2 bouts of activity for 15 minutes each is just as effective in improving your risk profile as one 30 minute bout.
- ✱ **Choosing active living can mean choosing to have more fun.** Stretching is more fun than sitting. Walking is more fun than sitting. Dancing is more fun than sitting. Being active means having fun.
- ✱ **Learn smart ways to eat healthfully in all kinds of restaurants.** Request healthier substitutions (steamed veggies instead of fried) or additions (ask for vegetables with your pasta dishes). Get more for your money by taking home something for tomorrow's lunch.



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Wrap it up by giving participants the option to make action plans for making healthy lifestyle changes.

Review what they learned about this topic by asking:

➤ **SAY:**

What was the most surprising fact that you learned about weight management today?

Think for a minute about the “Portion Distortion” information. Can you think of a place where the portions offered to you impact how much you eat or drink?

What do you think about the concept that you can achieve “Health at Every Size?” What are the advantages of thinking about health rather than weight?

Think about the children with whom you work. If you had to choose one of the points that we talked about, what are you most excited about communicating to them?

Close by bringing participants to the Resource Table/Toolkit and providing sufficient time and opportunity to examine materials for their target audiences.

Ask participants to complete the evaluation forms. Distribute the certificates of completion.

Colorado Team Nutrition Healthy Lifestyles Training
Certificate of Completion

is hereby granted to

_____ to certify that he/she has completed to satisfaction

Module 2 Weight Management
Winning the Losing Game

Granted:

Instructor

Weight Management Evaluation Form

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those who make a difference in children's lives

Date _____ Location/Institution _____

Please place an X next to the phrase that describes the occupation you represent at this training:

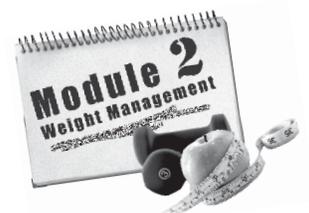
- Childcare provider Elementary school teacher
 Secondary school teacher School foodservice professional
 Health educator/physical education professional
 Parent Other (please provide) _____

Please circle the number that best represents the extent to which you agree with the following statements:

The training has improved my knowledge and skills related to:		Disagree		Neutral		Agree
a.	Evaluating adult weight status	1	2	3	4	5
b.	Understanding the Body Mass Index (BMI)	1	2	3	4	5
c.	Exploring values related to healthful eating and activity	1	2	3	4	5
c.	Identifying personal behaviors that lead to imbalances in calories eaten and calories burned.	1	2	3	4	5
d.	Evaluating personal weight status using the BMI	1	2	3	4	5
e.	Learning to apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead a healthier life	1	2	3	4	5

With regard to the training components:		Disagree		Neutral		Agree
a.	The goals of the training were clearly stated	1	2	3	4	5
b.	The content of the training was well organized to meet the training goals	1	2	3	4	5
c.	The training provided opportunities to apply the skills being taught	1	2	3	4	5
d.	The trainer was knowledgeable in the topic areas covered	1	2	3	4	5
e.	I know where to seek additional help if I need it	1	2	3	4	5

Comments _____



Weight Management Evaluation Form

Providing consistent messages about healthy living to support
those who make a difference in children's lives

What do you see as your greatest challenge in applying the skills you learned related to preventing weight gain and leading a healthier life?

What was the most helpful information you received during this training?

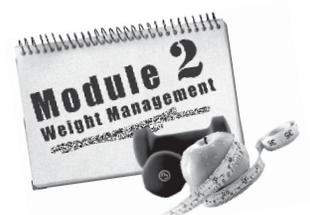
What, if anything, do you suggest we do differently in the future?

What types of trainings would you like to see provided in the future?

Do you have any specific feedback for the trainers?

Any other thoughts?

Thank you for your participation! Drive home safely.



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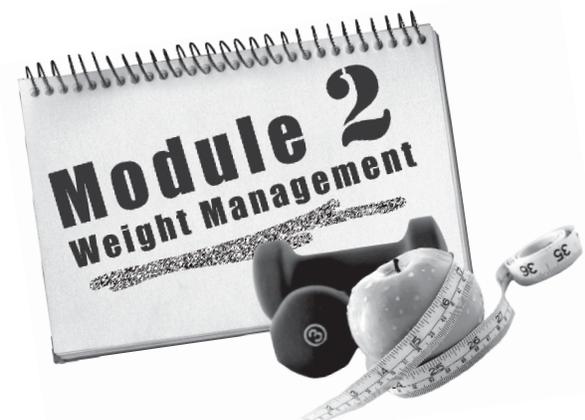
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